

Teacher's Notes:

Bible Reading: God Promises the Messiah

Theme: Food Shopping

Pronunciation: /U/ and /y/

Grammar:

- We have ____ but we need ____

Preparation:

- Pray
- Read [Isaiah 11:1, 2,10](#); [Daniel 9:25](#); [Isaiah 7:14](#); [Isaiah 42:1](#); [Isaiah 53](#), [Psalm 16: 10-11](#), [Isaiah 9:7](#)
- Preview slides and song
- Optional: Bring in grocery store items, grocery sales advertisements, restaurant menus.



Pray, Review, and Preview

Bible Reading: God Promises the Messiah – [Isaiah 11:1, 2, 10](#); [Daniel 9:25](#); [Isaiah 7:14](#); [Isaiah 42:1](#); [Isaiah 53](#), [Psalm 16:10-11](#), [Isaiah 9:7](#)

Theme: Food Shopping

Pronunciation: /U/ and /y/

Grammar:

- We have ___ but we need ___.

Pray

Pray for the class. You may want to thank the Lord for food, those who prepare it, and eternal life!

Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work. Be sure they have read Isaiah 53 in their native languages in preparation for the lesson.

Review the main points of the previous lesson and ask if there are any questions. You can write the names of the food items on cards and the students can match them.



1A. Discuss Theme Picture

- Ask "What do you see in this picture?" and "What else?"
- Repeat and write their words.

Answers may include: store, grocery store, supermarket, food, bread, meat, eggs, rice, tea, seafood, milk, noodles, pizza, coffee, cash register, etc.

More advanced students can be encouraged to make complete sentences:

I see juice on the shelves. We have juice but we need milk.







1B. Show Words for Theme Picture

Please show the names of the theme picture items to the students briefly.

These words can be studied for homework.

Practice of vocabulary begins with the following slide.

Listen and repeat.





1	2	3	4
			
an egg	a vegetable	a pizza	a noodle
eggs	vegetables	pizzas	noodles

© 2020-2024 Light of the World Learning 5

2A. Vocabulary

1. **Say the new words in a simple sentence:** "This is an egg," several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
2. **Say the word and the article that goes with it several times,** as you indicate the object. For example, say: *an egg, an egg, an egg, an egg.* Have your students then repeat the word after you several times.
3. **Say the word in the same sentence again.** Have students repeat after you each time, "This is an egg."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Do you like eggs? Do we need eggs?*

Listen and repeat.

5 	6 	7 	8 
fruit*	rice*	coffee*	salt*

© 2020-2024 Light of the World Learning 6

2B. Vocabulary

***Note:** Words 5-10 are non-count nouns. They are used for things that are not usually counted. They usually are not used in the plural form and do not use "a" or "an" in front of them. Instead they are often described with an amount: a cup of coffee, a bowl of rice, a piece of fruit, etc.

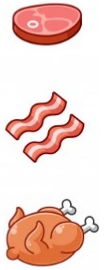



1. **Say the new words in a simple sentence:** "This is fruit," several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
2. **Say the word and the article that goes with it several times,** as you indicate the object. For example, say: *fruit, fruit, fruit.* Have your students then repeat the word after you several times.
3. **Say the word in the same sentence again.** Have students

repeat after you each time, "This is fruit."

4. Check students' comprehension by asking direct questions.

For example, *What is this? Is this salt?*

Listen and repeat.

9	10	11	12
			
meat*	seafood*	to sell	to buy
		The store sells food.	She buys groceries.


© 2020-2024 Light of the World Learning

2C. Vocabulary

1. **Say the new words in a simple sentence:** "This is meat," several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
2. **Say the word and the article that goes with it several times,** as you indicate the object. For example, say: *meat, meat, meat.*** Have your students then repeat the word after you several times.
3. **Say the word in the same sentence again.** Have students repeat after you each time, "This is meat."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Do you like meat? Do we need meat?*

** It is usually best to name the specific kind of meat: *Chicken is*

meat. Is ground beef meat?

 **Listen and repeat.**

Question ?		Affirmative +	Negative -
Do I	have ...? need...?	Yes, I have...	No, I don't have...
Do you		Yes, you need...	No, you don't need...
Do we		Yes, we buy...	No, we don't buy...
Do they		Yes, they sell...	No, they don't sell...
Does he	buy...? sell...?	Yes, he has ...	No, he doesn't have...
Does she		Yes, he needs ...	No, he doesn't need...
Does it		Yes, she buys ...	No, she doesn't buy...
		Yes, it sells ...	No, it doesn't sell...

1. Do we have any rice? Yes, we have rice.
2. **Does** he sell seafood? Yes, but he **doesn't** sell meat.

© 2020-2024 Light of the World Learning 8

2D. Grammar

When the subject is **he, she, or it**, we put an **s** at the end of the first verb. This is called the Third Person **s**. Note that the verb **has** is irregular. We don't say **haves**.

Do we have any ____? No, we don't have any _____, but we need some _____.

Identify and practice uncountable nouns and their plurals:

Do we have any milk, water, rice?

Note that we do not say: *Do we have any rices?*

Any is used with questions and negatives. **Do we have any coffee? No, there isn't any.**

Some is used with affirmative forms. **Yes, there is some milk in the fridge.**

Spoken English usually uses the contraction forms. Written English

usually uses the full forms.

Model, Repeat, and Solo the pronunciation of all forms shown on the chart.



Talk about the pictures.

We have



but we need.



© 2020-2024 Light of the World Learning

9

2E. Grammar and Vocabulary Practice

Model: Describe the picture with simple sentences.

Repeat: Students repeat after you.

Solo: Students describe the picture on their own.

We have fruit, but we need bread.

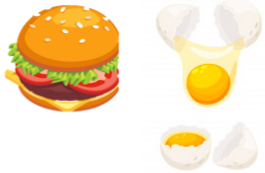
We have lots of fruit, but we need pizza.

We have rice, but we need bread.


We have some rice, but we need pizzas.

🔊 Talk about the pictures.

He has



but he needs



© 2020-2024 Light of the World Learning 10

2F. Grammar and Vocabulary Practice

Model: Describe the picture with simple sentences.

Repeat: Students repeat after you.

Solo: Students describe the picture on their own.

He has a burger but he needs coffee.

He has eggs but he needs noodles.



Listen and repeat.

A: What do you like to eat?

B: I like **fruit** but I don't like **seafood**.

A: What do we need from the store?

B: We have **salt** but we need **coffee**.



1



2



3



4



5

6

© 2020-2024 Light of the World Learning

11

3A. Conversation 1

1. Model: Say both parts of the conversation several times.

Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role-play the parts to convey the meaning of the conversation. **Students are to watch and listen.**

2. Repeat: Say one line at a time and have students repeat until they can be understood.

3. Solo: You begin the conversation and call on individual students to respond. Then reverse the roles (students are A, you are B).

4. Once students can do both parts, **encourage free conversation** (students substitute the foods in the pictures for the blue words).



Listen and repeat.



A: Do you want **pizza** for dinner?

B: Yes! I love **pizza**.

A: Do we have a **pizza** in the **fridge**?

B. Let me look. No, we don't have a **pizza**, but we have **eggs**.

A: No, I don't like **eggs**. I can buy a **pizza** at the supermarket.

What else do we need?

B: Let's see. We have **eggs** and **noodles**, but we need **pizza** and **coffee**. Thanks!

© 2020-2024 Light of the World Learning

12

3B. Conversation 2

- 1. Model: Say both parts of the conversation several times.** Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role-play the parts to convey the meaning of the conversation. **Students are to watch and listen.**
- 2. Repeat: Say one line at a time and have students repeat until they can be understood.**
- 3. Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B).
4. Once students can do both parts, **encourage free conversation**, with students substituting their own words for the blue words.

Listen and repeat.

1. /U/	2. /y/ voiced	3. Challenge
noodles	you	
room	yet	
food	yellow	
spoon	yes	
bathroom	yeah	

A. Yeah, you like yellow rice.
B. I eat noodles with a spoon in my room.


© 2020-2024 Light of the World Learning 13







4A. Pronunciation: Sound and Spelling

Point out that the letters **oo** usually spell the long **/U/** sound as in food, but other times the letters **oo** make the sound in good, shook, and look.

1. **Model: Say the sound several times while pointing to it.**
(For example, point to the **oo** and say /U/ /U/ /U/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/U/ *noodles, room, food, spoon, bathroom*). Students just watch and listen.
2. **Repeat: Say the sound and each word several times, having students repeat each time after you in unison.** Be sure to use your normal voice and rate of speed. Do one column at a time, top to bottom. Then read the two sentences at the bottom.
3. **Solo: Call on individuals to say a sound and its word group.** Give lots of praise.

4. **Challenge:** Choose another sound from the lesson that is challenging for your particular students to pronounce. Use words from Parts 1 and 2 of the lesson, and from previous lessons to make a group of 3-5 words. You may repeat the same challenging sounds in several lessons. Students need a lot of practice on sounds that do not exist in their first language.

 Listen and repeat.

A 	B  	C   
food	pizza	vegetable
salt	coffee	relative
buy	noodles	promises
meat	seafood	sacrifice

© 2020-2024 Light of the World Learning 14

4B. Hum and clap the stress.

Begin by humming the stress of a column of words. Hum higher, longer, and louder for big dashes and lower, shorter, and quieter for small dashes.

You may use hand gestures to indicate that **the stressed syllable is higher in pitch, longer in duration, and louder**. Invite your students to join in humming the rhythm. Once the class is humming the rhythm in unison, you can begin saying the words. You may also wish to clap the syllables while you say the words.

- 1. Model:** Hum and then say each word in the group several times. Students listen.
- 2. Repeat:** Students repeat words after you in unison.
- 3. Solo:** Call on individuals to read the entire group of words.

God Promises the Messiah

and Other Prophecies from the Old Testament - [Isaiah 53](#)



God planned a better sacrifice for people's sins.

He sent his prophets (messengers) to tell them about it.

© 2020-2024 Light of the World Learning

15

5A. Read Story

Be sure students have already read the verses in their native language, so it will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand.

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.
- D. Ask if there are any questions or comments about the story.
- E. Ask the story questions and discuss as a group.



God told the prophets that this new, perfect sacrifice will not be made with animals, but with a Special Person, the "Messiah."

God's prophets wrote about this Special Person:



5B. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



He will be a relative of King David.

([Isaiah 11:1, 2, 10](#))

He will be called the Messiah, meaning the chosen King.

([Daniel 9:25a](#))




5C. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.

He will be born to a virgin.
([Isaiah 7:14](#))

He will be filled with God's Holy Spirit.
([Isaiah 42:1](#))

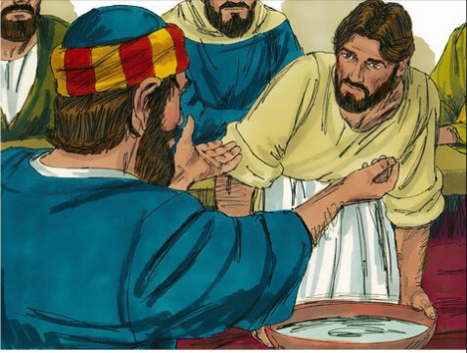


© 2020-2024 Light of the World Learning 18

5D. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.

He will be a Servant and a Light to the people of every nation.
([Isaiah 42:6-7](#); [49:5-7](#))



© 2020-2024 Light of the World Learning 19

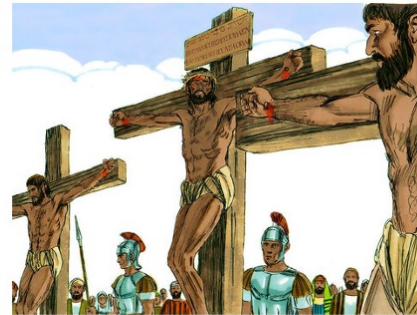
5E. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



He will live a perfect life,
then suffer and die for
people's sins, like a sheep
for sacrifice.

([Isaiah 53](#); [Psalm 18:4-5](#);
[Psalm 22:1-18](#))



5F. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



He will conquer (win over)
death.

([Psalm 16:10-11](#); [22:19-21](#))



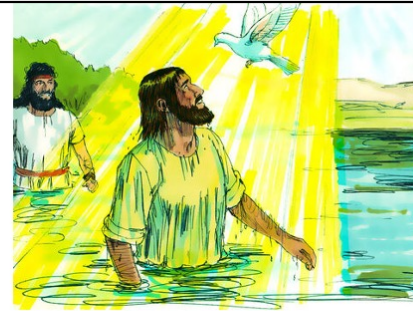
5G. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



He will be called Immanuel –
“God with us” and Wonderful
Counselor, Mighty God,
Prince of Peace.

([Isaiah 7:14, 9:6](#))



5H. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



He will rule forever, in a kingdom of peace, joy, goodness and justice.

([Isaiah 9:7](#))



5I. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



He is given authority, glory and power; all countries and people of every language will worship him.

[\(Daniel 7:13-14\)](#)



5J. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.
- D. **When finished with the story, ask if the learners have any questions or comments about it.**

Next slide has story questions.



Answer the questions

1. God said there would be a new sacrifice for sin. Who did God send?
2. How is the Messiah like a sheep?
3. Who will worship the Messiah?
4. What do you think about this Messiah?



© 2020-2024 Light of the World Learning

25

5K. Story Questions

Ask the questions and discuss as a group. For questions 1, 2, and 3 you may go back to the story to help them find the answer.

Answers:

1. The new sacrifice would not be made with animals but through a special person.
2. He will die like a sheep as a sacrifice for sin.
(Explain that this sacrifice, Jesus Christ, is called the Lamb of God. When he sacrificed his life for our sins, the effect is permanent. We as Christians no longer need to sacrifice animals because the payment for our sins was finished at the cross.)
3. All countries and people who speak every language.
4. For question 4, answers will vary. You might ask them if they understand the sacrifice Jesus made and if they accept that gift of salvation.

Ask if they have any other questions or comments about the story.



Listen and write one word per line.

1.
2.
3.
4.
5.
6.
7.

yes	bathroom
noodles	you
yet	yellow
food	seafood
yeah	rice
spoon	pizza
coffee	meat

6A. Activities: Dictation of sound/spelling words

Read the words with a sample sentence and have students write just one word for each line. Check spelling.

For more advanced students, you can hide the sample word bank.

1. Yeah, yeah (Yeah, I like pizza.), yeah
2. food, food (Let's eat our food.), food
3. you, you (I like you.), you
4. noodles, noodles (Mum made noodles for lunch.), noodles
5. bathroom, bathroom (We have one bathroom.), bathroom
6. yellow, yellow (The room is yellow.), yellow
7. yet, yet (Is it here yet?), yet



Write questions and ask your partner.

Questions	Answers
1. What do you like to eat?	I like to eat pizza.
2. Do you _____	
3. Does he _____	
4. Does she _____	
5. Do we have any _____	
6. Doesn't he _____	
7. Don't they _____	

© 2020-2024 Light of the World Learning

27

6B. Activities: Pair work

First, ask students to complete writing the questions with their own words. Be sure they put a question mark at the end. Number 1 is an example.

Then ask students to interview a partner and write their partner's answers. Then they will switch roles and answer their partner's questions.

Check answers for correct grammar and punctuation.

Answers:

2. Do you like rice?
3. Does he want to sell food?
4. Does she like meat?
5. Do we have any salt?
6. Doesn't he need food?
7. Don't they want vegetables?

Describe the pictures with **we have/we need**.

A. Fridge

B. Shopping list

- Milk
- Fruit
- Eggs
- Vegetables
- Pizza
- Noodles
- Fruit
- Seafood
- Coffee
- Tea
- Meat
- Rice

© 2020-2024 Light of the World Learning 28

6C. Activities: Pair work.

Ask the students to describe a picture to their partner with at least 3 sentences. The partner must check the boxes on the shopping list.

Then switch, and partner B describes the picture while partner A checks the boxes.

Model by giving an example, "We have water but we need pizza."

If needed, help by asking questions: "What do we have in the fridge?" "What do we need to buy on the shopping list?"

The Memory Game

1. I go to the store to buy ____.
 2. I go to the store to buy ____ and ____.
 3. I go to the store to buy ____, ____ and ____.
 4. I go to the store to buy ____, ____, ____ and ____.
 5. I go to the store to buy ____, ____, ____, ____ and ____.
 6. I go to the store to buy ____, ____, ____, ____, ____, ____.
- Keep going, if you can.



7. The Memory Game: Learn the names of food

1. The teacher starts by choosing a vocabulary word and says, "I go to the store to buy ____ (tea)."
2. The student repeats what the teacher says, then adds, "I go to the store to buy tea and ____."
3. Then the next person adds another item to the list. The game continues as each person adds to the list. Try to remember 6 items, or more!



1 & 2 Homework

1. Read the next lesson's Bible verses: [Matthew 1:18-25](#); [Luke 1:26-35](#); [Isaiah 7:14](#) in your language.
2. Write 6 sentences about food. You may use **have, need, like, don't like, want** and more.
 - A. We have fish but we don't have salt.
 - B.
 - C.
 - D.
 - E.
 - F.
 - G.

© 2020-2024 Light of the World Learning

30













Homework 1 and 2: Reading the next Bible Lesson in L1 and writing about self with new vocabulary

Students will always read the Bible lesson in their first language (L1) before reading it in English the following lesson. Help them get a Bible in their own language if they don't have one. They may also use ScriptureEarth.org or other Bible translation resources.

Model. Go over each of the homework assignments to be sure the student understands what to do.

Repeat. Encourage students to find someone with whom to practice conversing about the completed homework assignment. They may use a bilingual dictionary.

Solo. Students will share their homework when they are finished. After they have shared their homework, be sure to check it for correctness, including spelling. Explain mistakes, while providing praise and encouragement. Answers will vary.

🔊 3. Write the words for the pictures					
1 	2 	3 	4 	5 	6 
rice					
rice					
7 	8 	9 	10 	11 	12 

Homework 3: Write the vocabulary words with the pictures

This homework practices writing the vocabulary words.

Answers:

- 2. an egg; eggs
- 3. a vegetable; vegetables
- 4. a pizza; pizzas
- 5. a noodle; noodles
- 6. fruit
- 7. coffee
- 8. salt
- 9. meat
- 10. seafood
- 11. to sell; The store sells food.
- 12. to buy; She buys groceries.



4. Mark the /U/ and /y/ sounds, then write and say the sentences.

A. The <u>m</u> oon is <u>y</u> ellow.	
B. Do you have it <u>y</u> et?	
C. You can <u>ch</u> oose the food to eat.	
D. I need a <u>r</u> oom.	
E. Don't use a <u>s</u> poon with <u>n</u> oodles.	
F. Yes, you can go <u>s</u> oon.	

Homework 4: Write and say sentences with the new sounds.

This homework practices writing, spelling, and pronouncing the /U/ and /y/ sounds.

Answers:

- B. yet
- C. you; choose; food
- D. room
- E. spoon; noodles
- F. yes; you; soon



5. Homework

win

David

sheep

King

light

1. He will be a relative of King _____.
2. He will be a servant and a _____ to the people of every nation.
3. He will be called the Messiah, the chosen _____.
4. He will _____ over death.
5. He will die for people's sins, like a _____ for sacrifice.

© 2020-2024 Light of the World Learning

33

Homework 5: Bible Story Review

Students may look back at the story to fill in the blanks.

Answers:

1. David
2. light
3. King
4. win
5. sheep

6. Homework: Choose 1 Verse to Memorize

A

We had all wandered away like sheep. We had gone our own way. And yet the Lord put all our guilt on him.

[Isaiah 53:6](#) ERV

B

We were healed because of his pain.

[Isaiah 53:5b](#) ERV



© 2020-2024 Light of the World Learning

34

Homework 6: Memorize a Verse

Learners get to choose A, B, or C (on the next slide) to memorize. Please notice that the memory work is not long. Everyone, regardless of skill level, should be able to do it.

1. **Model.** Recite a verse from memory.
2. **Repeat.** Encourage students to find someone with whom to practice conversing and reading the completed homework assignment.
3. **Solo.** Students will recite the verse from memory at the next class.

6. Homework: Choose 1 Verse to Memorize

C

"The virgin will be pregnant and will give birth to a son. They will name him Immanuel." (Immanuel means "God with us.")

[Matthew 1:23](#)



© 2020-2024 Light of the World Learning

35

Homework 6: Memorize a Verse

Learners get to choose A, B, (from previous slide) or C to memorize.



7. Homework: Fill in the blanks.

Does

needs

need

Do

doesn't

don't

- A. _____ he need to buy noodles for the school lunch?
- B. No, the store _____ sell seafood.
- C. ____ you want rice?
- D. No, you _____ need to buy groceries.
- E. Yes, she _____ salt.
- F. Do they _____ vegetables and meat?

© 2020-2024 Light of the World Learning

36

Homework 7: Fill in the Blanks

Use the words provided to fill in the blanks.

Answers:

- A. Does
- B. doesn't
- C. Do
- D. don't
- E. needs
- F. need

8. Homework

A. What do you want to order?

B. How much is it?

C. What don't you like?

D. What is the name of the restaurant?

The Yellow Room
MENU

\$2.19 Hamburger	\$3.59 Chicken legs
With lettuce and tomato	Delicious!
\$1.37 French fries	\$2.19 Taco
Hot!	With beef
\$1.78 Pizza	\$1.40 Hot dog

© 2020-2024 Light of the World Learning

Homework 8: Everyday Reading and Writing.

Answers:

- A. Hamburger, chicken legs, taco, etc. Answers will vary.
- B. \$2.19, \$3.59, etc. Answers will vary.
- C. Pizza, hot dog, etc. Answers will vary.
- D. The Yellow Room.



9. Homework: Write your answers

What food do people eat in your country ...?

- A. for breakfast?
- B. for snacks?
- C. for lunch?
- D. for dinner?
- E. at picnics?
- F. for holidays?



© 2020-2024 Light of the World Learning

38

Homework 9

Model. Write something about food in **your** culture and share it with the students. For example, "In the USA, people cook hot dogs and hamburgers on the Fourth of July."



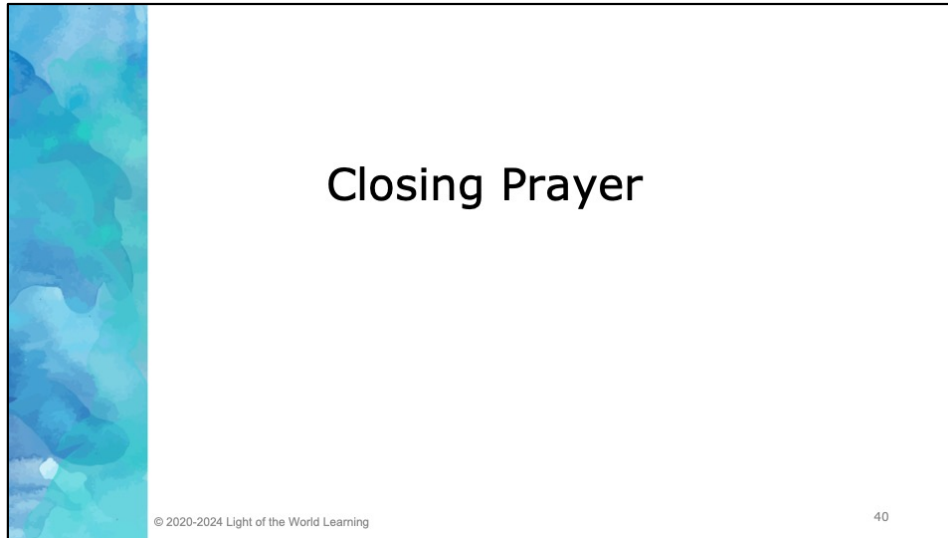
10. Homework: Now I Can...

- I can talk about food shopping.
- I can talk about food I like and dislike.
- I can understand, say, read, and write the 12 vocabulary words.
- I understand that God promised a Messiah.

Homework 10: I can statements

The student must be able to achieve all of these skills before the next lesson. If not, the lesson can be repeated or additional practice materials can be used.

Review all of the skills at the beginning of the next lesson. Be sure to give lots of praise and encouragement!



Pray

You may want to ask for any special prayer requests, then pray for your students and bless them.

Help us share the Light of the World!

Thank you for using our materials. If these lessons are a blessing to you, please give or volunteer to help others learn English through the Bible.

For more information, visit LightOfTheWorldLearning.org



Appendix



- How to Use Lessons: bit.ly/UseLOTW
- Irregular Verb List: bit.ly/ListVerbs
- Lesson Downloads: LightOfTheWorldLearning.org
- Order Books: bit.ly/BooksLOTW
- Share Your Feedback: bit.ly/FeedbackLOTW
- Table of Contents: bit.ly/TocLOTW
- Video Channel: youtube.com/@LightOfTheWorldLearning
- Vocabulary List: bit.ly/VocabUS
- Website: LightOfTheWorldLearning.org

Acknowledgements

We would like to thank the entire Light of the World volunteer team for their hard work and creativity in making this project possible. For all those around the world who prayed, wrote, edited, narrated, illustrated, sang, tested and gave generously for this curriculum, we appreciate you sharing the love of Jesus through the gift of English. Our team members include:

Anonymous
Jean Ato
Larry Buell
Cindy Campbell
Nancy Cobb
Emily Cox
Marilyn Dano
EasyReadEnglish.com
Don Edic
MaryBeth Gahan
Melina Gallo
Alicia Gentile
Prakash Chandra Giri

Ellenor Gopal
Rachel Grijincu
Carol Hale
Emily Hamilton
Patty Hickman
Carey Jo Johnston
Nancy Kingdon
Dorothy Konadu
Martha Lane
Bruce Lewis
Elena Lewis
Ward Lewis
Johnny Lukashevich

Gail MacMillan
Ivan Mader
Amy Martin
Tracy Meddaugh
Barbara Newsome
Brenda Nielsen
Deborah O'Donnell
Georg Ort
Martha Ort
Joan Phelps
Ellie Talalight
Darrell Turner
Graham Whitmore

Cheri Wilke
Ted York
Anita Zeifert

Images on slides 15-25 by
Sweet Publishing/
FreeBibleImages.org,